

ARLINGTON PUBLIC SCHOOLS

In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:

***Arlington School Committee
School Committee Special Meeting
Thursday, July 30, 2020
7:00 PM***

Conducted by Remote Participation

<https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download>

7:00 p.m. Open Meeting

You are invited to a Zoom webinar.

When: Jul 30, 2020 07:00 PM Eastern Time (US and Canada)

Topic: School Committee Special Meeting, Thursday, July 30, 2020, 7:00 p.m.

Register in advance for this webinar:

https://us02web.zoom.us/webinar/register/WN_950UWch3QTSkJogQ_Zo7og

After registering, you will receive a confirmation email containing information about joining the webinar.

7:05 p.m. Public Comment

Members of the public are asked to send written comment to kfitzgerald@arlington.k12.ma.us or can register to speak via the webinar by emailing kfitzgerald@arlington.k12.ma.us by 4 pm on Thursday, July 30.

7:15 p.m. Arlington Education Association Message, J. Keyes

7:20 p.m. Fall reopening update and draft plans, K. Bodie

- Facilities Report, J. Feeney*

8:20 p.m. Community Relations: Citizens and School Committee Talk, B. Hayner

8:30 p.m. APS school building banner policy, direction for subcommittee, J. Morgan

8:45 p.m. Adjournment

The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Stated times and time amounts, listed in parenthesis, are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.

Submitted by Jane Morgan, Chair

Correspondence Received:

AEA COVID-19 Reopening Statement J. Keyes 7 30 2020

COVID-19 Facilities Report, July 30, 2020

Draft Elem, Gibbs, OMS, and AHS Reopening plans from 7/23/2020

Enrollment Projections

Leonard Kardon: More guidance from DESE yesterday: Remote Learning Citizens and School Committee Talk, B. Hayner

Advocating for a largely Remote Fall reentry Jul 25, 2020 M. Donald

Concern regarding Fully remote option preparation G. K. Eisner

Reopening Schools in Fall email J. Suchman K. Alson

Questions regarding Health and Safety inspections, anonymous

Concern Regarding Fully Remote Option Preparation

Wants discussion that shows children are much more efficient spreaders of COVID. anonymous

J. Bouhey questions on draft Fall plan

H. Davis questions on draft Fall Plan

Kids can die and have lifelong health issues from covid S. McNeill 7 25 2020.

Remote Learning Option Support 7 24 2020 J. Sosnoff

On the desktop July 27, 2020 DESE, Additional Staff Training Days This Fall,

MOU between MDESE, MTA and BTU signed July 27, 2020.

Black Lives Matter Banner Vandalism at AHS July 23, 2020

High school students support event Sunday, July 26, 2020, 6:00 p.m.

Covid testing question

email letter from Arlington parents regarding remote learning planning July 28 2020

K. Baskin

J. Morgan response

Question/comment for 7/30 via remote meeting and remote learning. K. Harrington.

K. Moellering Questions on School reopening plan 7 28 2020

K. School Committee questions for July 30

H. Rossi, advocating for heightened communication/guidelines July 27

J. Connerney, email question on additional funding resources to advance all students education this fall.

D. Cook email on reopening plan July 29, 2020

T. Myers email to SC and Superintendent on back to school concerns

J. Anderson comments on remote learning plans

A. Jones email questions regarding plans to reopen in fall.

R. Katzman email regarding reopening plan, child care 7 30 2020

C. Schneyer regarding reopening plan remote 7 30 2020

I. Gillis regarding banner

E. Cronin email reopening 7 30 2020
K. Sexton thoughts on reopening 7 30 2020
I. Roth return to school questions 7 30 2020
T. Prior Testing positive questions 7 30 2020
L Gitelson survey questions on returning to school 7 30 2020
E. Shmerling, K, Remote learning option 7 30 2020
S. Sawhney, concerns with reopening, after school concerns 7 30 2020
E Rocco comment concerns about reopening, 7 30 2020
M Donald Health and Nursing Protocols for communication about COVID
Angela Christiana Mara Vatz Alham Saadat email reopening 7 30 2020
Kirsi Allison-Ampe Harvard Public Health Guidelines for opening schools etc documents 7 30 2020

Len Kardon DLS Alert: Baseline FY21 UGGA and Chapter 70 Information 7 30 2020

Town of Arlington Legal Dept Supplement-Remote Meeting Checklist and Guidance
<https://www.mass.gov/doc/open-meeting-law-order-march12-2020/download>

Massachusetts law requires all open session meetings of public bodies to be accessible to members of the public, including those with disabilities. If you need reasonable accommodations in order to participate in the meeting, contact the Administrative Assistant to the Arlington School Committee Karen Fitzgerald at kfitzgerald@arlington.k12.ma.us in advance of the meeting.



Town of Arlington, Massachusetts

Meeting Location

Summary:

Conducted by Remote Participation

<https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download>

ATTACHMENTS:

Type	File Name	Description
▢ Reference Material	Remote_Meeting_Script_(00022231xA050C).pdf	Remote script
▢ Reference Material	Remote_Participation_Checklist_for_COVID-19_Emergency_(00022229xA050C).pdf	Remote Checklist
▢ Reference Material	Supplement_re_Remote_Participation_During_Coronavirus_State_of_Emergency_-_Checklist_and_Script.pdf_(00022235xA050C)_(1)_(1).pdf	Remote Participation

DRAFT SCRIPT FOR REMOTELY CONDUCTED OPEN MEETINGS

Confirming Member Access:

As a preliminary matter, this is [identify meeting manager – Chair, support staff, etc.]. Permit me to confirm that all members and persons anticipated on the agenda are present and can hear me.

- Members, when I call your name, please respond in the affirmative. *State each members' name.*
- Staff, when I call your name, please respond in the affirmative. *State each staff members' name.*
- Anticipated Speakers on the Agenda, please respond in the affirmative. *State each anticipated speakers' name.*

Introduction to Remote Meeting:

Good morning/afternoon/evening. This Open Meeting of [Insert Public Body Name] is being conducted remotely consistent with Governor Baker's Executive Order of March 12, 2020, due to the current State of Emergency in the Commonwealth due to the outbreak of the "COVID-19 Virus."

In order to mitigate the transmission of the COVID-19 Virus, we have been advised and directed by the Commonwealth to suspend public gatherings, and as such, the Governor's Order suspends the requirement of the Open Meeting Law to have all meetings in a publicly accessible *physical* location. Further, all members of public bodies are allowed and encouraged to participate remotely.

The Order, which you can find posted with agenda materials for this meeting allows public bodies to meet entirely remotely so long as reasonable public access is afforded so that the public can follow along with the deliberations of the meeting.

Ensuring public access does not ensure public participation unless such participation is required by law. This meeting [will/will not] feature public comment.

For this meeting, [Insert Public Body Name] is convening by [telephone conference/video conference via Zoom App/Facebook Live/etc.] as posted on the Town's Website identifying how the public may join.

For "Zoom" Meetings

Please note that this meetings is being recorded, and that some attendees are participating by video conference.

Accordingly, please be aware that other folks may be able to see you, and that take care not to "screen share" your computer. Anything that you broadcast may be captured by the recording.

Meeting Materials

***For Novus Agenda-Supported Meetings:** All of the materials for this meeting, except any Executive Session materials, are available on the Novus Agenda dashboard, and we recommend the members and the public follow the agenda as posted on Novus unless I/The Chair notes otherwise.

***For Non-Novus Supported Meetings:** All supporting materials that have been provided members of this body are available on the Town's website unless otherwise noted. The public is encouraged to follow along using the posted agenda unless I/The Chair notes otherwise.

Meeting Business Ground Rules

We are now turning to the first item on the agenda. Before we do so, permit me to cover some ground rules for effective and clear conduct of our business and to ensure accurate meeting minutes.

- **I/the Chair,** will introduce each speaker on the agenda. After they conclude their remarks, the Chair will go down the line of Members, inviting each by name to provide any comment, questions, or motions. Please hold until your name is called. Further,

- Please remember to mute your phone or computer when you are not speaking;
 - Please remember to speak clearly and in a way that helps generate accurate minutes
- For any response, please wait until the Chair yields the floor to you, and state your name before speaking.
- If members wish to engage in colloquy with other members, please do so through the Chair, taking care to identify yourself.
- For Items with Public Comment:

After members have spoken, the Chair will afford public comment as follows:

- The Chair will first ask members of the public who wish to speak to identify their names and addresses only;
 - Once the Chair has a list of all public commentators, I will call on each by name and afford 3 minutes for any comments.
- Finally, each vote taken in this meeting will be conducted by roll call vote.

[Any additional preliminary comments tailored to meetings]

REMOTE PARTICIPATION MEETING CHECKLIST

In Advance of Meeting

- ☐ All non-emergency items properly posted *at least* 48 hours in advance
- ☐ “Executive Order on Remote Participation” is posted with agenda
- ☐ All members received the same documents for meeting
- ☐ Supporting documents posted on Novus or Town website (does not have to be 48 hours in advance unless required by law)
- ☐ For meetings with public participation, encourage written public comments

Initiating Meeting

- ☐ Confirm that all Members are present and can hear each other
- ☐ Read Preamble to Remote Meetings
- ☐ Note materials for meeting available online through Novus or Town website for the public
- ☐ Introduce all members, staff, and persons on the agenda
- ☐ Cover “ground rules”

For “Zoom” Meetings

- ☐ Disable Chat Function for Participants
- ☐ Click “Record Meeting”
- ☐ Advise Participants that Meeting is Being Recorded
- ☐ Caution Participants About Screen Sharing

During Meeting

- ☐ Each speaker states their name before each presentation, comment, or question
- ☐ All votes taken by roll call
- ☐ Meeting Minutes reflect remote status

Technical Difficulties

- ☐ If technical difficulties arise, Chair suspends meeting while attempts to resolve are made
- ☐ Keep accurate minutes noting any disconnections and reconnections of members



**Town of Arlington
Legal Department**

Douglas W. Heim
Town Counsel

50 Pleasant Street
Arlington, MA 02476
Phone: 781.316.3150
Fax: 781.316.3159
E-mail: dheim@town.arlington.ma.us
Website: www.arlingtonma.gov

To: Select Board

Cc: Town Committees and Commissions; Adam Chapdelaine, Town Manager; John Leone, Town Moderator

From: Douglas W. Heim, Town Counsel

Date: March 18, 2020

Re: Supplement – Remote Meeting Checklist and Guidance

Please receive this Supplement to the Memoranda from this Office of March 11, 2020, and March 13, 2020 regarding the Town's options for conducting meetings during the coronavirus (or "COVID-19") State of Emergency in the Commonwealth.

As you will recall, meetings by telephone or video conference during the State of Emergency may proceed with all participants engaging remotely, so long as "alternative means of public access" is provided.¹ Public access can be provided by allowing the public to call in or otherwise join meetings remotely so that they can see and/or hear what takes place at remote participation meetings. To assist you in availing yourselves of these options, this Office has developed a checklist and script for Chairs and administrative support staff for remotely

¹ Certain hearings require additional consideration where public comment and/or participation is required.

conducted open meetings which you will find attached. These documents are intended as guides primarily to ensure the following:

- Accurate meeting minutes can be recorded;
- All other requirements of the Open Meeting Law are met;
- The public understands the modifications to the Open Meeting Law during the State of Emergency; and
- Chairs are able to effectively use new technologies such as the “Zoom” app effectively.

Please keep in mind that unlike some other users of teleconference or videoconference technology, it is essentially that a government body’s business can be accurately understood and recorded in meeting minutes, and that the public can follow along.

If specific circumstances of your meeting require further counsel, such as conducting an executive session by remote meeting, please contact this Office at your convenience for further support.



Town of Arlington, Massachusetts

7:00 p.m. Open Meeting

Summary:

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When: Jul 30, 2020 07:00 PM Eastern Time (US and Canada)

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Town of Arlington, Massachusetts

7:05 p.m. Public Comment

Summary:

Members of the public are asked to send written comment to kfitzgerald@arlington.k12.ma.us or can register to speak via the webinar by emailing kfitzgerald@arlington.k12.ma.us by 4 pm on Thursday, July 30.



Town of Arlington, Massachusetts

7:15 p.m. Arlington Education Association Message, J. Keyes

ATTACHMENTS:

	Type	File Name	Description
▢	Impact Statement	AEA_COVID-19_Reopening_statement.pdf	AEA Covid-19 Reopening Statement J. Keyes

AEA Statement on Reopening, 7/30/20

Thank you for the chance to speak tonight. After the most stressful school year of our careers, this has not been a restful summer for our educators. Waiting for other people to make decisions with such impact on our lives is nerve-wracking. Instead of vacation, this has been a summer of fear, frustration, and mourning the loss of so much of what we love about our jobs. We have been working hard, studying virtual classroom pedagogy, redesigning curriculum, and becoming amateur architects, engineers, and epidemiologists, reading every article published that might help understand what fall will look like. As the AEA surveyed and met with our members, the following became clear to our Board of Directors.

We, the AEA, reject the all-in-building plan to reopening schools. While we recognize that the WHO and American Association of Pediatrics has stated that students may sit 3 feet apart in class, we don't believe that reaching only the bare minimum of safety standards is acceptable. Would any of you buy a car that just barely passed the safety inspection? I wouldn't. Would you put your child in a carseat with terrible safety ratings because it is legally safe enough to be sold? I doubt it, if you had any other options. We have other options. The idea that we should take the lowest bar for safety is unacceptable for the children in this town, and for the staff who work with them. Every other piece of guidance defines this plan- 8 people per 1000 ft for indoor occupancy, 50% occupancy for buildings, indoor gatherings limited to 25 people, 6 feet of social distance. **We care too much about our community to accept this risk.**

The safest option for this fall is to continue schools remotely. For many that is a hard pill to swallow. We grieve the loss of contact with our students, and we worry for those who don't engage. We see the strain it puts on families. Many teachers are sick of "living at work"- because it feels more like that than working at home. We recognize that it might not be the best educational outcome, but also that it can have very good results if done correctly. With adequate training for educators, we believe virtual school this fall could be a robust learning experience for Arlington students. Better safe than sorry.

If teachers and students are to be back in the building with a hybrid model, it is the responsibility of this committee to make that environment as safe as possible. We have been very impressed with the safety improvements the facilities department has been implementing, but we need to go further. More handwashing stations are needed. The district needs to commit to not using rooms that don't have proper ventilation. In the past few years, teachers have taught in jackets when the heating broke in the winter, or

in classrooms that sweltered near 100 degrees because windows wouldn't open. We need better response time to breakdowns, and assurances that repairs will be made. Every teacher who has gone through the process of entering a third, fourth, fifth helpdesk ticket for the same issue is wondering why now, when stakes are so much higher, they should suddenly trust that repairs will be made quickly. Every teacher who has been told money has run out for restocking supplies worries about sanitizer and soap supplies once school opens. Every time our code of conduct has not been enforced by administration, whether it's something minor like using a cellphone or a larger issue like causing a class disruption- teachers are now wondering what will happen when a student refuses to properly wear a mask.

But no matter how safe the buildings, reopening them during a pandemic is going to require a social contract between families and staff. It means frequent testing for everyone in buildings. It means that if a child wakes up not feeling well, families must promise not to dose them up on Tylenol and send them to school. It means following state quarantine rules- no secret weekend trips to Disney World or grandma's house in a hot spot state because "flights are just so cheap right now." It means children will be taught social distancing and wearing masks is not an option, even when they are hanging out with friends at Dunkin Donuts or in the Center. When we see groups of teens not following best practices around town, it makes every teacher worried for what will happen once school starts. It is the unknown of what happens when students walk out of our classrooms that worries teachers the most. Every new day will bring new risks if community members are not acting safely.

There is no good answer. We are all just trying to do the best we can. Because of that, we ask you to please, put safety first. Our lives literally depend on it.



Town of Arlington, Massachusetts

7:20 p.m. Fall reopening update and draft plans, K. Bodie

Summary:

- Facilities Report, J. Feeney

ATTACHMENTS:

Type	File Name	Description
Report	updated_COVID-19_Facilities_July_30_2020_MM.pdf	Updated COVID-19 Facilities 7 30 2020 mm
Reference Material	DRAFT_of_FINAL_THREE_PLANS-Elementary_School_Program_Values_and_Models_for_APS_Fall_2020.pdf	Draft Elem Plan APS Fall 2020
Report	Draft_Gibbs_Re-Opening_plans.pdf	Draft Gibbs Reopening plans
Report	Draft_OMS_RE-OPENING_PLANS.pdf	Draft OMS reopening plans 7 23 2020
Report	Initial_AHS_Reopening_Plans_for_SY_21_200722__7232020mj240pm.pdf	Draft AHS reopening plans 7 23 2020



Arlington Public Schools

*869 Massachusetts Avenue
Arlington, Massachusetts 02476
Telephone: 781-316-3511*

*Michael Mason, Jr.
Chief Financial Officer*

To: School Committee
From: Michael Mason, Jr., CFO and Jim Feeney, Director of Facilities
Re: COVID-19 Facilities Update
Date: July 30, 2020

Indoor Air Quality

In order to suppress the spread of COVID-19 in our school buildings, the District intends to use system engineering controls such as increased fresh-air ventilation in conjunction with improved air filtration (upgrade to MERV-13) where possible. The Facilities Department has conducted various equipment inspections and performed maintenance and repair activities, and also intends to outsource the recommissioning of HVAC equipment and reprogramming of building automation systems as necessary to align with emerging ASHRAE guidance prepared for K-12 Schools. Facilities intends to operate fresh air and exhaust systems for longer run periods to maximize opportunity for filtration and achieve as many air changes as possible. Interior spaces without windows and sufficient mechanical ventilation will not be recommended for student activities.

Sanitization of Buildings

In order to suppress the spread of COVID-19 the district will have to take additional measures related to custodial care. In addition to general cleanliness, sanitization is now of paramount importance. Based on experience in March of this year, and in anticipation of increased demand come re-opening, the Facilities Department has been working hard to increase its fleet of electrostatic sprayers in order to increase sanitization efficiency and efficacy, and increase capacity to respond to building occupant's concerns.

The increased sanitization frequency of high-touch surfaces, such as door knobs, railings, faucets, flushometers, elevator buttons will require an increased level of effort from the Facilities Department. These surfaces should be addressed 3-4 times daily. Regular sanitization of hard surfaces such as desks, tables and countertops will also need to occur daily. It is recommended Facilities personnel be responsible for disinfection of desks between different cohorts of students in spaces of the buildings.

Historically, these activities were not necessarily covered in the daily work load. As such, additional custodial resources will be required to meet the increased workload. Depending on the location and level of activity, this increased need will be met through a combination of additional FTE staff via contracted 3rd party services and increased overtime for existing staff. It is expected that a minimum of **2 FTE** additional will be required.

Further, the value of additional FTE staffing would help address staffing shortages due to vacancies and absences. Customarily, in the event of a sick call, personal day, or vacation leave, or some other accrued/paid time off, a custodian is shifted from another building, often only to perform core functions such as emptying trash and servicing bathrooms. Under normal circumstances, the short-term provision of minimal services is suitable as other activities, such as dry mopping or vacuuming, can be temporarily halted without adverse impact. Under the 'new normal' conditions, we are not afforded the luxury of delaying sanitization; it must occur daily, or as selected schedule requires.

Exit and Entry Access points

The Facilities department ordered decals to be displayed on doors, walls and floors in each building to help communicate COVID-19 related expectations. The Facilities department is investigating exterior decals to indicate social distancing measures that will be required at arrival/drop off and dismissal/pickup times.

The Facilities Department has also procured free-standing hands-free stanchion mount hand sanitizer dispensers to be placed at the main entrances of every school building as well as cafeterias.

At entrance doors and in main lobbies, we will have decals indicating face coverings are required, and to practice social distancing. There will be signs near hand sanitizer dispensers directing students, staff and visitors to use hand sanitizer upon entering the building, and other areas where provided, such as cafeterias.

Interior Building Decals

There will also be floor decals indicating where to stand at locations where a line may form and social distancing measures need to be upheld. Further, there will be floor decals guiding the flow of traffic in common hallways where necessary.

Student Learning Spaces

Principals have generated a list of classroom spaces and measured dimensions of classrooms to determine classroom capacity. Principals have inventoried these learning spaces with reconfiguration in consideration to maximize the amount of students that can fit in the classroom at the 3 foot minimum physical distancing requirement (DESE initial guidance) and in some cases considering 6 feet as an alternative for additional safety measures. This capacity study includes large spaces such as cafeterias, gymnasiums and libraries throughout the district.

Principals and members of the Facilities Department have gone around to various classrooms and other spaces in their respective buildings to identify any non-essential items or furniture in spaces for removal or disposal in order to maximize space. Items that will be removed include soft and cloth-based materials, such as rugs, pillows, and bean bags that have been used in elementary and early childhood classrooms in order to reduce the transmission of COVID-19. Additional storage needs are still being evaluated.

Plexiglass barriers are being looked at for certain learning spaces. One example of the learning space that we are considering plexiglass barriers are for the preschool. The preschool is considering this set up because unlike other classrooms where students can sit at individual desks facing one direction, students sit at tables, many times facing each other. The plexiglass barriers would add an additional level of protection to reduce the transmission of COVID-19.

Outdoor Spaces have also been considered. There has been interest in the procurement of tent purchase/rental for spaces for outdoor learning or an alternative space for mask breaks. Semi-permanent tents require building permits and detailed planning.

Office Spaces and Plexiglass Barriers

The District has been evaluating staffing spaces to ensure that staff is properly distanced from each other. In cases where it is not possible to meet requirements, the District has been working to establish alternative working spaces, if possible. In addition, the Facilities Department is in the process of procuring and installing freestanding acrylic barriers with pass-through openings to protect interactions between visitors and public-facing staff in locations such as the main office.

Isolation Rooms in Nursing Suites

The Facilities Department is in the process of working with the nursing team to identify rooms within nursing suites to be used as isolation rooms for suspected COVID patients. This will include installing tempered glass observation windows in doors to allow for proper patient monitoring. Facilities will also place portable powered air purifiers in nursing suites.

When school is back in session our nursing suites will always be staffed by the school nurse at all times while school is in operation. Masks will be required to be worn at all times in these spaces by staff and by students. Nursing staff will also have additional personal protective equipment such as face shields, goggles, gloves and gowns/protective smocks, if necessary.

Air Purification

The Facilities Department is researching the use of bi-polar ionization or UVC air treatment devices. Based on discussions with consulting mechanical engineers and HVAC product distributors, bi-polar ionization would be the recommended application, with product types

varying by equipment type. If possible, the Facilities Department would attempt to deploy these devices in special-use cases or in response to building or classroom specific concerns.

Water Fountains

The Facilities Department is installing additional touch-free bottle-filling stations in common areas in the district. Existing units that provide for both manual use and bottle filling will be retrofit with a separate valve to preclude manual use for direct consumption. Common area fountains that provide only manual direct consumption will be turned off.

Hand Dryers

The Facilities Department will be powering down hand dryers in bathrooms to reduce the chance at distributing aerosolized particles. Paper towel dispensers will be added.

PPE Inventory

Below is a chart of the PPE supplies that have been ordered as of July 30, 2020 and the amount of PPE that the district has received.

Item Description	QTY Ordered	QTY Received	QTY Pending Vendor
Pediatric Face Mask	8,000	8,000	0
Adult Face Masks	37,000	2,000	35,000
Face Shields	1,000	1,000	0
Gloves	79,900	20,200	59,700
Gowns	1,500	500	1,000
Lab coats	50	50	0
Thermometers	60	50	10
Desk Shields	50	0	50
N95 or K95 Respirator	1,650	650	1,000
Clear Face Masks	3,456	0	3,456

DRAFT-School Program Values and Models for APS Fall 2020

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[Fall 2020 Elementary Learning Program Options](#)

[Model #1 Full In-School Learning Program with Restrictions](#)

[Model #2 Hybrid Learning](#)

[Frequency Model - 2 days \(aa, bb or ab, ab\) Monday, Wednesday, or Friday CPT/PD and Intervention/Service](#)

[Model #3-Remote Learning \(All Students\)](#)

[Community Engagement and Collaborative Decision Making](#)

Elementary Principal's Message

On June 25, 2020, the State released its [Initial Fall Reopening Guidance](#) with plans to deliver additional school guidance in July. In brief, the Massachusetts Department of Elementary and Secondary Education (MA DESE) encouraged districts across the state to study the current conditions of their schools with the desire of having students return to school in the fall. This requires students and staff to maintain social distances of three to six feet throughout the day to the extent possible, to wear face-masks (grades 2-12), and to significantly minimize the amount of movement and interaction that takes place during a traditional school day. The guidance provided by the MA DESE and [endorsed by medical professionals](#), sets the expectation that the benefits of children returning to school this fall, while minimizing risk, outweighs the potential health risks according to the research gathered on COVID-19, at this point.

The Arlington community has continued to see COVID-19 mitigation efforts prevail. Families can view the most up-to-date data on the [Town of Arlington COVID-19 Data Dashboard](#). Arlington families have done their part these past few months to reduce the spread of the virus. Our community has committed to limiting interactions, staying at

home, and wearing face masks when social distancing wasn't feasible. Experts agree, a safe reopening to school isn't just about the adjustments a school makes. It's also about how much virus is circulating in the community, which affects the likelihood that students and staff will bring COVID-19 into their classrooms.

The Arlington Public School administrative team has considered the guidance from the state, the current climate and context within the Arlington community, as well as the mounting research and advice from the science community. Key to this plan will be the ability for staff and students to:

- maintain 3ft to 6ft of social distancing across the school day
- wear face masks and protective face coverings during the school day (with scheduled face mask breaks)
- remain in small classroom cohorts, with limited interaction between cohorts
- utilize the classroom for all core instruction, including specials (art, PE, music, library) and lunch
- regularly wash hands across the school day and frequently disinfect all used surfaces

As you can imagine, the finer details of a regular in-person school day, even with the State's guidance, will be complex and very challenging for students and staff. At the same time, we also recognize that we may experience a resurgence of the virus, and we must prepare for the possibility that learning will shift quickly to entirely remote, if needed. Throughout the time of school closure, we took note of what worked and what did not in the remote learning environment. We learned a great deal about how to navigate remote learning and how to engage our learners. If we return to remote learning for all students at any point during the year, it will be a different experience than it was before with more time dedicated to synchronous direct instruction and live experiences between student and school staff. We appreciate the feedback given by all families and teachers/staff. Our partnership is what will keep our programming strong.

The final decision on the APS Elementary Fall 2020 Learning Program will be made collaboratively by educational leaders in Arlington, together with the School Committee, and will be shared with families and staff in early August. This timing is based on a request made by the Department of Elementary and Secondary Education (DESE) to each of the school districts in Massachusetts. A draft of three plans must be submitted to DESE by July 31, 2020.

An overview of the three learning program options being considered (*full in person, hybrid, remote*) are outlined in this document. We have a series of questions to pose to our school community to assist in finalizing details of each option.. We will also share a brief survey with the entire community. We thank everyone who has shared their perspectives and ideas with us up to this point.

Reflection on Values

Throughout our return to school planning process, we have identified Guiding Values to drive our decision-making. The most important is the health, safety, and well-being of our school community.

Guiding Values for Returning to School

- Health, safety, and well-being of our students, staff, and families above all else.
- Equity will remain at the core of our work as we design learning programs for students.
- We will support student and staff social-emotional well-being, acknowledging that the school experience will be very different when compared to previous years.
- We will consider the strengths and limitations of returning to school for all stakeholders: students, families, staff and community, and build in continued flexibilities.
- We will need to be flexible and fluid in how we deliver instruction to ensure that we address student learning in age-appropriate ways.
- Ensure that plans are sustainable and take into account the mental, physical, social, and emotional needs of the school community.
- We recognize the continued investment needed in professional development to support our staff in creating engaging, high-quality, digital learning environments.

There is a growing body of research proving that social and emotional learning (SEL) is fundamental to academic success. SEL must be woven into the work of every teacher,

in every classroom if we truly want to prepare all our students for college and careers. We know the COVID-19 pandemic has created different types of traumatic experiences and high levels of stress for many of our staff, students, and families. This experience emphasizes the importance of social-emotional well-being for all.

In our response to the COVID-19 pandemic, it is critically important to place student and adult wellness first to establish a positive, safe, and supportive learning environment. Leading with SEL is essential because children need social and emotional support as they, like the adults around them, navigate the unprecedented challenges of alternative learning contexts, and because SEL helps students access academic content through building essential self-management skills, resilience, and connections.

As school leaders, we recognize that the opportunity gap that existed for some groups of students prior to March 2020 will likely widen. All of our re-entry plans take that into consideration and will guide the planning process. In practice, this means that some students may be in school more frequently than others and some students may have higher levels of support than others. We believe this allows us to remain true to our goal of achieving educational equity for students.

We also feel it is essential to maintain our commitment to equity and anti-racist practices during the Covid-19 pandemic and beyond. This is also supported in the Governor's [back to school guidance](#).

Fall 2020 Elementary Learning Program Options*

Continuum of In-Person Learning Program - Elementary (K-5)	
Full Return Program	All Students In School <ul style="list-style-type: none">• 18-24 students per classroom• 3' minimum distancing for most of day• 6' minimum distance required for lunch and mask breaks• Most challenging environment to maintain health and safety measures• Provides for most in person teaching opportunities• Most changes when compared to a student traditional learning day

Hybrid Program	½ Time In-Person, ½ Time Remote <ul style="list-style-type: none"> • 9-12 total students/class • 6' minimum distancing throughout the day • Improved ability to maintain health and safety measures • Compromise between in-person and remote learning • When learning remotely, students will receive live instruction, digital content, and independent work
Full Remote Program	All Students Fully Remote <ul style="list-style-type: none"> • All classes taught remotely by in-person staff • To be used only if public health concerns preclude in-person learning • Least advantageous for learning and social-emotional support

Remote Learning Program	
K-5 (Optional)	<ul style="list-style-type: none"> • Reserved for families that do not wish to send their student back to school in-person • 25-30 students per “classroom” • Designated Elementary Teachers • Secondary teaching responsibilities shared by in-person staff

**Note-this is the 30,000 ft view and the details are currently being ironed out, especially when it comes to health and safety. We will include information from the Department of Health in our documentation and will include safety guidelines and procedures.*

Model #1 Full In-School Learning Program with Restrictions

If public health guidelines were to relax physical distancing requirements across the school day, schools may be able to increase the number of students who can be present in our schools. This would allow all students to attend school in-person each day. Though school will look and feel different than what students are used to, our goal is to adhere to all safety recommendations.

Safety equipment/considerations	<ul style="list-style-type: none"> • All students and staff will be required to wear masks inside the building
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	<ul style="list-style-type: none"> • All students will be required to wash their hands multiple times throughout the day, including at arrival and dismissal. • Teachers/staff will be provided a PPE kit with masks, face shield, and gloves • Building hallways will be marked for one-way traffic/transition. • May require arrival/dismissal considerations (<i>ex. possible staggered times</i>) • Schools equipped with disinfecting “fogger” machines. • Life-threatening food allergies will be considered as cleaning procedures are put in place (<i>in consultation with the school nurse</i>) • Students will primarily remain in their homerooms with teachers to limit student interaction between cohorts
Classroom capacity	<ul style="list-style-type: none"> • Traditional classrooms of 18-24 students <ul style="list-style-type: none"> ◦ Larger cohorts would require repurposing larger spaces (<i>gym, cafeteria, library, art, music room</i>) • 3 ft minimum social distancing with masks K-5
Lunch	<ul style="list-style-type: none"> • Cafeteria capacity of 18-22 <ul style="list-style-type: none"> ◦ <i>Addition of classroom and gym space would be required to fully accommodate lunch</i> • Minimum 6ft social distancing, no masks
Mask breaks/ recess	<ul style="list-style-type: none"> • This will require access to outside space - <ul style="list-style-type: none"> ◦ <i>6ft of social distancing will require 5,000 to 10,000 sq ft</i> ◦ <i>This assumes limited freedom of movement beyond dedicated personal space</i> • Significant limitations to using inside space when accommodating 6ft distancing • Tents could be an option for some buildings
Specials	<ul style="list-style-type: none"> • Art, PE, Music, and Library/Digital Literacy will likely require in-person and remote options
Staffing considerations	<ul style="list-style-type: none"> • Each class (cohort) will be assigned teachers and paraprofessionals who will make up learning communities. • When considering the capacity of any given classroom, three adults were included (<i>based on the metric provided by DESE</i>)

Model #2 Hybrid Learning

Safety equipment/ considerations	<ul style="list-style-type: none">• All students and staff will be required to wear masks inside the building• Hand washing will be required at arrival and dismissal, hourly, and after eating• Teachers/staff will be provided a PPE kit with masks, face shield, and gloves• Building hallways will be marked for one-way traffic/transition.• May require arrival/dismissal considerations (<i>ex. possible staggered times</i>)• Schools equipped with disinfecting fogger machines• Life-threatening food allergies will be considered as cleaning procedures are put in place (in consultation with the school nurse)• Students would primarily remain in their homeroom to limit student interaction between cohorts
Classroom capacity	<ul style="list-style-type: none">• Classrooms of 9-12 students• 6ft minimum social distancing throughout the school day
Lunch	<ul style="list-style-type: none">• Students will be able to eat in cafeteria, classroom, and other available spaces as needed• Minimum 6ft social distancing, no masks
Mask breaks/ recess	<ul style="list-style-type: none">• This will require access to outside space -<ul style="list-style-type: none">◦ <i>6ft of social distancing will require 5,000 sq ft</i>◦ <i>This assumes limited freedom of movement beyond dedicated personal space</i>• Cafeteria and gym spaces will be available for breaks and other purposes throughout the day
Specials	<ul style="list-style-type: none">• Art, PE, Music, and Library/Digital Literacy will likely require in-person and remote options
Staffing considerations	<ul style="list-style-type: none">• All staff members will be assigned to a cohort of students

	<ul style="list-style-type: none"> For the adults, the cohort will include both students who are at home and those who are in school (<i>faculty will work in school every day</i>).
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Frequency Model - 2 days (aa, bb or ab, ab) Monday, Wednesday, or Friday CPT/PD and Intervention/Service

In this model, students attend school for two set days each week in person and two set days each week remotely. Remote learning days will be a combination of live and recorded remote instruction, project based activities, and guided independent practice within the set school day schedule. Students will have scheduled access to school staff for support.

Students will attend school at every grade level, K-5. Each homeroom class will be broken into two cohorts (**a** and **b**). Each cohort will attend two in-person school days a week and two and a half remote school days. *For example, cohort a may always attend school on Monday and Tuesday, while cohort b attends on Thursday and Friday.*

The third day in the schedule is for work at home for the majority of students. This would include some live instruction, recorded content, and home practice. On this third day, other students who are considered high needs could attend school or receive support from a teacher remotely or in person for a portion of the day. The remaining portion of that day would be for educator professional development, collaborative work with colleagues and district coaches, student feedback, and managing virtual classrooms. This time will also be used to support the facilities cleaning and building improvements based on safety considerations.

Tuesday *would **not** be* an early release day, as in past years, but would be a full day.

In all versions of our plans in which students come to school, the arrival and departure times may need to be staggered.

Lunch and recess plans may also be adjusted based on social distancing guidelines.

Students and adults will be organized into cohorts, in compliance with health guidelines and to support contact tracing, as needed.

Pros:

- Schedule will be predictable for families and set for the year
- In these small groups, Social-Emotional Learning is accounted for and allows for more intimate connections to be built within the cohort among students and identified faculty members
- Allows ample space for students to keep a distance of 6 feet and additional space in the building to be used by staff and students to create some movement within the day
- Allows targeted time to be set aside for our students identified as high needs
- Provides a set time for teachers to participate in PD and common planning
- Fewer students in the buildings at one time may decrease the need for additional staffing
- More flexibility to have students on the same schedule as their siblings
(*alphabetical by family last name*)

Cons:

- Students may require a greater level of support from families
- Logistically challenging to align schedules for families with children at different grade levels and in different schools. Students will not be able to be in school, in person, full time
- The ability for classroom teachers to connect synchronously with students at home during the remote learning days will be more difficult due to staffing limitations
- Time on learning will likely be impacted as students support their health and safety by washing their hands frequently
- Students will need to carry materials back and forth from school most days

Model #3-Remote Learning (All Students)

In this model, students will be placed in fully remote classes. Instruction will be primarily synchronous with classroom teachers, with some time dedicated to guided independent work and recorded content, depending on age and ability. Under current guidelines, student schedules will include 5 hours per day of learning time and also include all specials (*art, music, PE, and library*).

It is our hope that as a community, we are able to be in school as much as possible, while promising the highest assurance of students and adult safety. However, this remote learning plan will be put in place for all students if schools need to remain

closed, as directed by the governor and MA DESE.

Community Engagement and Collaborative Decision Making

Each elementary school will begin to hear from stakeholder groups to gather feedback on the three proposed learning programs and to inform the creation of a FAQ. Our intention is to be completely transparent during this process and we invite anyone with questions or concerns to reach out to us at any time. Your child's building principal is the person to reach out to first. For staff members, your building principal is also the first person to contact with questions, ideas, and/or concerns.

Preamble to our focus groups - *Please preview these questions and then revisit them after you have had a chance to read through the information included here on the plans for the 2020-2021 school year. The information provided is intentionally designed to be simple and we hope it will be easily understood (before school starts again, the finer details of the final plan will be communicated). We will collect your responses to the following questions and they will help to inform the decisions made by APS leadership.*

- What are the circumstances that need to exist for you, as a parent/guardian, to/not to bring students to school? As a teacher/staff member to feel safe in returning to work?
- What are the most important safety guidelines to consider for in-school learning?
- What are the opportunities and challenges for students, families, and staff when considering the three proposed learning programs (*in-person, hybrid, full remote*)?
- Let's discuss the impact of 3 ft vs 6ft social distancing guidelines on the student school day? How will our students' days change given each scenario?
- Which parts of the day, programmatically, would work better virtually? For whom?

PPE Considerations

- Mask breaks will become a part of our routine in school. How long do you think these should last and how often do you think they should happen?
- Is there something you would like us to consider that we have not asked?

DRAFT
The Gibbs School Reopening Plan
Mme Fabienne Pierre-Maxwell, Principal
Ms. Wendy Salvatore, Assistant Principal
Ms. Stephanie Greiner, Special Education Coordinator

The Mission of the Gibbs 6th Grade school is to inspire and empower students to excel academically while emphasizing their social and emotional growth. We value the following elements in our daily work:

- **Social-Emotional Learning:** Students demonstrate resilience and persistence while developing skills related to self-management, social awareness, decision making and relationship building.
- **Academic Rigor:** Students experience a challenging, standards-based curriculum.
- **Project Based Learning:** Students gain knowledge and practice skills, including executive functioning, through the completion of projects that are taught and coached through a release of responsibility.
- **Resourcefulness:** Students become self-directed and independent learners with a growth mindset by identifying and pursuing goals that are important to them.
- **Community:** Students feel supported and safe emotionally, intellectually, and physically. Staff and students collaborate to create a cohesive sense of significance, belonging and fun using the philosophies and common vocabulary of Responsive Classroom.
- **Creativity:** Students are encouraged to take creative risks in all areas and are provided with academic choice that allows them to explore their own interests.

The Arlington Public School administrative team has considered the guidance from the state, the current climate and context within the Arlington community, as well as the mounting research and advice from the science community. Key to this plan will be the ability for staff and students to:

- maintain 3ft to 6ft of social distancing across the school day

- wear face masks and protective face coverings during the school day (with scheduled face mask breaks)
- remain in learning community cohorts, with world language and specials classes connected to each Learning Community
- Utilize the classroom for all core instruction
- Regularly wash hands across the school day and frequently disinfect all used surfaces

Looking through the lens of our vision and mission each of the following 3 scenarios: In-Person (all in); Hybrid mode; and Fully remote presents certain advantages and disadvantages.

In Person - All 505 students with the choice to return

This plan would require us to use every space at the Gibbs regardless of purpose/designation; i.e. the library, cafeteria, gymnasium, and theatre would all be used for classroom sessions and/or lunch. This scenario would undoubtedly be a very challenging execute.

Action Plan	Pre-COVID-19 Norms	Changes / Challenges
In Person - All 505 students	5 Learning Communities	Addition of a 6th Learning Community to minimize mixing of cohorts (Hire 4 new core teachers; 6 building subs, one to support each team; and 4 to assist with lunch rotations, arrival & dismissal procedures) classroom seatings 3 feet apart. .2 Art, .2 tech, .2 Comp Sci, .2 FACS, .2 Music, and .2 PE
	3 Lunch rotations	6 lunch rotations to keep students in their cohorts
	1 stall and 2 urinal in Boys' bathroom on each level	Install a portable potty per floor to prevent accidents from long wait to use the restroom
	All rooms adequately furnished	Need: 150 new desks & chairs to furnish cafe & Gymnasium during lunch and library for classes
	All students are assigned lockers	550 back pockets for chairs to hold students materials / lockers are too close together for safe use.
	Individual class monitor for bathroom use	30 ipads to coordinate bathroom access across the school
	Daily morning advisory small group	Advisory expand to homeroom size to minimize group interaction

	Students move from class to class	No student movement - the class sizes vary and therefore unable to always sit the same number of students HR #s range from 11 - 21
	Teachers assigned a room	All teachers will move from room to room
	Gibbs Cafeteria recycles	Recycling to be suspended during COVID-19
	Group students to promote diversity & Inclusion	Move all students to LCs according to World Language Move all students to an LC based on ELL Move all students to an LC based on Math 7 Move all students to an LC based on Art/Tech/DML Reallocate our special education liaisons so that they work with only 1 LC rather than 2
	Gibbs offers exploratory classes that make the middle school years appealing to students	Band Chorus and Orchestra will be all remote & after school DML all Remote - room has no windows PE all Remote - using the Gym for 6 lunch rotations

Scenario 1: All 505 Students Return to School

Gibbs Grade 6 Sample Student Schedule Scenario								
Return of ALL students								
Cluster of 100 Students - Avg 25 Students Per Section								
				Monday	Tuesday	Wednesday	Thursday	Friday
In School								
Duration	Start Time	End Time	Periods	Day A	Day B	Day A	Day B	Day A
20	8:05 AM	8:25 AM	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
51	8:28 AM	9:19 AM	Period 1	Eng	Eng	Eng	Eng	Eng
51	9:22 AM	10:13 AM	Period 2	Hist	Hist	Hist	Hist	Hist
51	10:16 AM	11:07 AM	Period 3	Math	Math	Math	Math	Math
Pr4=51 Lunch=3	11:10 AM	12:38 PM	Period 4	Sci	Sci	Sci	Sci	Sci
51	12:41 PM	1:32 PM	Period 5	PE	Fr/Lat/Mand/Sp	PE	Fr/Lat/Mand/Sp	PE
51	1:35 PM	2:26 PM	Period 6					
		36 Days	Term 1	FACS	FACS	FACS	FACS	FACS
		36 Days	Term 2	Art	Art	Art	Art	Art
		36 Days	Term 3	CompSci	CompSci	CompSci	CompSci	CompSci
		36 Days	Term 4	TECH	TECH	TECH	TECH	TECH
		36 Days	Term 5	Music	Music	Music	Music	Music
Total= 180 Days								

Gibbs Grade 6 Sample English Teacher Schedule Scenario								
Return of ALL Students								
				Monday	Tuesday	Wednesday	Thursday	Friday
Duration	Start Time	End Time	Periods	Day A	Day B	Day A	Day B	Day A
20	8:05 AM	8:25 AM	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
51	8:28 AM	9:19 AM	Period 1	Prep	LC2 Team	Prep	LC2 Team	Prep
51	9:22 AM	10:13 AM	Period 2	Eng	Eng	Eng	Eng	Eng
51	10:16 AM	11:07 AM	Period 3	Eng	Eng	Eng	Eng	Eng
Pr4=51 Lunch=37	11:10 AM	12:38 PM	Period 4	Eng Dept Team	Prep	Eng Dept Team	Prep	Eng Dept Team
51	12:41 PM	1:32 PM	Period 5	Eng	Eng	Eng	Eng	Eng
51	1:35 PM	2:26 PM	Period 6	Eng	Eng	Eng	Eng	Eng
Notes:				Department team meeting are Day A				
				Learning Community Team meetings are always on Day B				

HYBRID- some students in and some at home

This plan may offer us more flexibility in possibly providing a more effective and manageable self-distance schedule throughout the day; also would be more likely to have students seated 6 feet apart or more in classes and elsewhere.

Hybrid of Remote & In Person	
Action Plan	<ul style="list-style-type: none"> This model would decrease the number of students in school while improving on the arrangement of the physical space providing a 6 feet of distance or better. It would avoid the need to add a 6th learning community, the purchase of extra desks & chairs, the hiring of 4 core teachers, plus the .2s for Exploratory classes. DRAFT With half of the students present, teachers would be able to provide lessons in a format similar to pre-COVID-19 days. <p>Plan elements:</p> <ul style="list-style-type: none"> Students will be assigned to one of two cohorts in order to ensure approximately half the student body is in each cohort and to try to balance cohorts within each class. Classes will not necessarily be split exactly evenly between cohorts. Students will earn letter grades as they would in a normal year. Teachers will design curriculum and instruction so as to be able to switch In September & October, teachers will intentionally focus on & prioritize relationship building with students and be connected if need be be ready to switch to fully remote if/when that happens.

- Wellness curriculum will be: responsive classroom, the same as previous years. Students in each HR will receive community building lessons through advisory sessions daily.
- When one cohort is in the building (in-person instruction), the other cohort is at home working independently.
- Some classes will be live-streamed so that the cohort at home will attend class remotely while the in-person cohort is attending class in the classroom.
- On their in-person days, students will be assigned to precise spaces when they are not in class.

Hybrid Model

- 4 core classes and Unified Arts meet every day; world language and physical education every other day; Band, Chorus, and orchestra meeting outside of the school day.
- Each cohort attends class in person two days per week 8:30-2:56 with a 22-30 minutes lunch and a 3 minute transition between each class
- Each cohort works independently two days per week (e.g. reading, working on assignments, and watching asynchronous instructional videos created by the teacher).
- All students attend class remotely every Wednesday for ½ day to allow professional development and planning sessions for staff and deeper cleaning of the building.
- On a week where there is a day off we will use Wednesday as that make up day.
- The hybrid class schedule will be vetted by Curriculum Leaders and Instructional Staff.

			Gibbs Grade 6 Sample Student Schedule Scenario			
			Hybrid : Track 1 Students A-K 253			
			Team: 13 students In Track 1 following this Schedule			
			Monday	Tuesday	Wednesday	Thursday
			Friday			
			In School		Distance Learning	
Duration	Start Time	End Time	Periods	Day A	Day B	
20	8:05 AM	8:25 AM	Advisory	Advisory	Advisory	
51	8:28 AM	9:19 AM	Period 1	Eng	Eng	
51	9:22 AM	10:13 AM	Period 2	Hist	Hist	
51	10:16 AM	11:07 AM	Period 3	Math	Math	
Pr4=51 Lunch=37	11:10 AM	12:38 PM	Period 4	Sci	Sci	
51	12:41 PM	1:32 PM	Period 5	PE	Fr/Lat/Mand/Sp	
51	1:35 PM	2:26 PM	Period 6			
		36 Days	Term 1	FACS	FACS	
		36 Days	Term 2	Art	Art	
		36 Days	Term 3	CompSci	CompSci	
		36 Days	Term 4	TECH	TECH	
		36 Days	Term 5	Music	Music	
Total= 180 Days						

Scenario 2: Hybrid : Track 1 Students A-K 253 - Track 2 Students L-Z 253

			Gibbs Grade 6 Sample Student Schedule Scenario			
			Hybrid : Track 2 Students L-Z 253			
			Team: 13 students In Track 2 following this Schedule			
			Monday	Tuesday	Wednesday	Thursday
			Friday			
			Distance Learning		In School	
Duration	Start Time	End Time	Periods		Day A	Day B
20	8:05 AM	8:25 AM	Advisory		Advisory	Advisory
51	8:28 AM	9:19 AM	Period 1		Eng	Eng
51	9:22 AM	10:13 AM	Period 2		Hist	Hist
51	10:16 AM	11:07 AM	Period 3		Math	Math
Pr4=51 Lunch=37	11:10 AM	12:38 PM	Period 4		Sci	Sci
51	12:41 PM	1:32 PM	Period 5		PE	Fr/Lat/Mand/Sp
51	1:35 PM	2:26 PM	Period 6			
		36 Days	Term 1		FACS	FACS
		36 Days	Term 2		Art	Art
		36 Days	Term 3		CompSci	CompSci
		36 Days	Term 4		TECH	TECH
		36 Days	Term 5		Music	Music
Total= 180 Days						

			Gibbs Grade 6 Sample Art Teacher Schedule Scenario					
			Hybrid : Track 2 Students L-Z 253					
			Team: 13 students In Track 2 following this Schedule					
				Term 1	Term 2	Term 3	Term 4	Term 5
			In School Track 1			In School Track 2		
Duration	Start Time	End Time	Periods	Day A-B	Day A-B	Day A-B	Day A-B	Day A-B
20	8:05 AM	8:25 AM	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
51	8:28 AM	9:19 AM	Period 1	LC1 Team 1	LC2 Team 1	LC3 Team 1	LC4 Team 1	LC5 Team 1
51	9:22 AM	10:13 AM	Period 2	LC1 Team 2	LC2 Team 2	LC3 Team 2	LC4 Team 2	LC5 Team 2
51	10:16 AM	11:07 AM	Period 3	LC1 Team 3	LC2 Team 3	LC3 Team 3	LC4 Team 3	LC5 Team 3
Pr4=51 Lunch=37	11:10 AM	12:38 PM	Period 4	LC1 Team 4	LC2 Team 4	LC3 Team 4	LC4 Team 4	LC5 Team 4
51	12:41 PM	1:32 PM	Period 5	Prep	Prep		Prep	Prep
51	1:35 PM	2:26 PM	Period 6	Team	Team		Team	Team

All Scenarios: New Specialist Cluster of PE & World Language Teachers:

Cluster of PE & World Lang Teachers 100 students avg class size = 25 hybrid = 13											
Each teacher has 4 sections per day, 1 prep and 1 team planning time											
		Pr 1		Pr 2		Pr 3		Pr 5		Pr 4	
Periods 1 - 4	Team Meetings	LC1/640		LC2/610		LC3/620		LC4/630		LC5/650	
Code		Day A	Day B	Day A	Day B	Day A	Day B	Day A	Day B	Day A	Day B
W Lang	English	PE Nee	LA Zach	Md Qian	Md Qian	Sp Rinaldi	PE Nee	Mortorana	Sp Rinaldi	Fr Zach	Mortorana
PE	History	PE Nee	LA Zach	Mortorana	Mortorana	Sp Rinaldi	PE Nee	Mortorana	Sp Rinaldi	Fr Zach	PE Nee
	Math	PE Nee	LA Zach	Sp Rinaldi	Mortorana	Sp Rinaldi	PE Nee	Mortorana	Sp Rinaldi	Fr Zach	PE Nee
	Science	PE Nee	Fr Zach	Fr Zach	Mortorana	PE Nee	Sp Rinaldi	Mortorana	Sp Rinaldi	Fr Zach	Mortorana

All Scenarios: New Specialist Cluster of 5 teachers:**Art, Computer Science, Music, Technology, Family and Consumer Science (FACS)**

Cluster of 5 Specialist Teachers 125 students avg class size = 25 hybrid = 13						
Each teacher has 4 sections per day, 1 prep and 1 team planning time						
		Term 1	Term 2	Term 3	Term 4	Term 5
Periods 1 - 5	Depart meeting	Day A - B	Day A - B	Day A - B	Day A - B	Day A - B
Pr 1	LC1	Art	TECH	Music	CompSci	FACS
Pr 2	LC2	FACS	Art	TECH	Music	CompSci
Pr 3	LC3	CompSci	FACS	Art	TECH	Music
Pr 4	LC4	Music	CompSci	FACS	Art	TECH
Pr 5	LC5	TECH	Music	CompSci	FACS	Art

All Remote - Students learning at home

Having all students learning at home will entail students having Advisory everyday. This is part of the Gibbs 6th grade school Tier 1 approach to S.E.L.

Because students are coming from the elementary model where they are not accustomed to moving from class to class we would start with daily morning announcements from the Admin team and daily advisory lessons with their advisory group. If we are all remote we can keep our Advisory groups to 15-16 students rather than 20-23 if we are all in.

As a way to not have students sitting in front of a computer all day we could have students attend different subjects each day with our 4 core content classes 2x per week. With Exploratory classes sprinkled in.

Ottoson Middle School Re-Opening Plans

Brian Meringer, Principal

Julia MacEwan, Assistant Principal Grade 8

Rochelle Rubino, Assistant Principal Grade 7

Stephanie Greiner, Special Education Coordinator

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Guiding Principles and Core Values

At the Ottoson Middle School, our motto is engage, empower, excel. Students are engaged as active learners who invest in their intellectual, emotional, and social growth. Students are empowered to discover their unique personal strengths and be a part of positive change. Students are expected to excel socially and academically to become the best versions of themselves through reflection and action. In each of the OMS reopening plans, our core values remain central in our mission to provide equitable learning opportunities for all students.

The Arlington Public Schools administrative team has considered the guidance from the state, the current climate and context within the Arlington community, as well as the mounting research and advice from the science community. Key to this plan will be the ability for staff and students to:

- Maintain 3ft to 6ft of social distancing across the school day
- Wear face masks and protective face coverings during the school day (with scheduled face mask breaks)
- Regularly wash hands across the school day and frequently disinfect all used surfaces
- Remain in learning community cohorts, with world language and specials classes connected to each LC
- Utilize the classroom for all core instruction

- At OMS, students are grouped into learning communities of approximately 110 students; for In-Person Learning, students will not have class with anyone outside of their learning community.

Returning to school will require flexibility and fluidity in how we deliver instruction in age appropriate ways. Our goal is to ensure that our plans are sustainable and take into account the mental, physical, social, and emotional needs of our community. Above all else, we take into account the health, safety, and well-being of our students, staff, and families.

PLAN A: In-Person Learning

Our in-person plan seeks to provide in-school learning for all students. In this model, students will remain within their learning community cohort for the entirety of their day. Students will be in classrooms with approximately three to four feet of distance between desks. Students will remain within their learning communities for world language and special classes (i.e. art, music, technology, FACS). In order to safely execute this plan, students will not be able to take band, chorus or orchestra during the school day.

Students will be required to wear face masks. We will provide scheduled mask breaks throughout the school day. Students will attend ASPIRE at the beginning of each day and the ASPIRE class will serve as a homeroom period, but also as a place to incorporate some social emotional learning and mindfulness activities. To enter the building, each learning community will be assigned to a specific entrance of the building in order to maintain appropriate social distancing upon arrival to school.

Highlights of the plan:

- Students will follow a daily seven-period schedule.
- Students will change classrooms each period.
- Students will have four learning community classes (English, math, science, social studies) with their learning community classmates.
- Students will have their three out-of-learning-community classes (PE, art, world language, etc.) with their learning community classmates. Historically, these classes were mixed with students across learning communities. This year, we will not mix learning community students.
- When traveling to a world language or a specials class, students will follow arrows so that students are not too close to other students in the hallway.
- Stairways will be labeled as “up” or “down” so that students are only going in the same direction (except in the case of an emergency).
- ASPIRE will take place at the beginning of the day and serve as a homeroom period.
- Lunch will be a combination of students eating lunch in the cafeteria (6 feet apart) or supervised in classrooms (6 feet apart). Students will bring in their own lunch or request a hot lunch from the school cafeteria at the beginning of the day.
- Students will not use school lockers; they will carry backpacks.
- The PE block will take place outdoors as often as possible.

PLAN B: Hybrid Learning

The Ottoson is evaluating three different options for hybrid learning. The three options have similar characteristics and goals.

- In order to maintain six feet of separation between the students, each learning community will be divided into half. For example, students in the Air Learning Community will be grouped into students A or students B.
- Class sizes will be approximately twelve students per class.
- Students will change classes.
- Students will be in the school for two days. Students would attend school either Mondays/Thursdays or Tuesdays/Fridays.
- All students will engage in remote learning on Wednesdays.
- ASPIRE/Homeroom will take place at the beginning of each day.
- Students will eat lunch in the cafeteria six feet apart or will eat six feet apart in a supervised classroom.

Option #1- Half the learning community (students A) will attend school and follow a 7 period schedule on Mondays and Thursdays. The other half of the learning community (students B) will attend school on Tuesdays and Fridays. Both students A and students B will meet with their teachers remotely on Wednesdays. When students are at home, they will engage independently on their assignments. If there is a four day week, then the Wednesday remote learning classes will not happen that week. Students will still come to class twice that week.

Option #2 - The focus of Option #2 is core classes (English, math, social studies, and science). These classes will be held in-person for 70 minutes twice a week. All out-of-learning-community classes (art, PE, chorus, etc.) will be remote. For example, half the learning community (students A) will attend school and meet with their four learning community classes on Mondays and Thursdays. On Tuesdays and Fridays students in group A would meet online with their out-of-learning-community classes. All students (students A and students B) will meet remotely with all their teachers on Wednesdays.

Option #3 - Much like option #2, students would attend school twice a week for four 70 minute classes. The only difference would be that core classes and out-of-learning-community classes would alternate weeks in which students attended their classes. For example, during week one, students would come to school for English, math, science and social studies and have their out-of-learning-community classes be remote. The next week, their online classes would be English, math, science and social studies while they would attend their out of learning community classes in person.

The pros and cons of each:

Option #1

- Pro: Students get to see all their teachers.

- Pro: Shorter classes might be preferred by middle school students, especially since they cannot engage in group work or complete certain projects.
- Con: No teacher engagement for two days a week. Students have to be independent learners.

Options #2

- Pro: Students are getting more in-person support for core academic classes.
- Pro: Students are either in class or meeting with teachers remotely each day.
- Pro: Longer classes result in less work having to be done independently at home.
- Con: With social distancing restrictions, 70-minute classes may be particularly challenging.
- Con: Students miss the opportunity to have in-person connections with out-of-learning-community teachers..

Options #3

- Pro: Students are either in class or meeting with teachers remotely each day.
- Pro: Students get to see all of their teachers.
- Pro: Longer classes result in less work having to be done independently at home.
- Con: Less emphasis on MCAS courses.
- Con: With social distancing restrictions, 70-minute classes may be particularly challenging.

PLAN C: Remote Learning

Our remote learning plan seeks to provide students with synchronous classes five days a week. In this model, students will meet with each teacher/course three times per week. (Please see the schedule below.) Each day will begin with ASPIRE to enable teachers to provide an opportunity for social emotional support for their students. Students will have three or four classes a day, with the exception of Wednesday, when they would meet with each class for a shortened period of time. Classes that meet every day (English, math, science, social studies) will be 70 minutes long. Teachers and students will not have to be online for all 70 minutes. For example, they might start class with an explanation of an assignment, have students work on the assignment offline, then reconvene the class for the last 15 minutes of the period.

If a student has a period in which they alternate classes every other day, they would split the 70 minutes block of time into two 33 minute classes with a four minute break between the classes. For example, at the Ottoson, students have PE and Chorus every other day. As a result, students would attend PE for 33 minutes and then Chorus for 33 minutes.

Highlights of this model:

- Opportunity to start the day with organizational and social emotional support
- Lunch for all is 60 minutes
- See all students within 2 days, early in the week

- Students will be able to continue to take band, chorus, and orchestra
- Common assignment posting times and engagement tracking deadlines,
- Multiple opportunities for several meeting times and related services

Proposed OMS Remote Schedule Fall 2020

	Monday		Tuesday		Wednesday	Thursday		Friday	
8:30 - 8:55	ASPIRE		ASPIRE		ASPIRE	ASPIRE		ASPIRE	
9:05 - 9:38	Period 1	1A	Period 5	5A	Period 1	Period 1	1A	Period 5	5A
9:42 - 10:15		1B		5B	Period 2		1B		5B
10:20 - 10:53	Period 2	2A	Period 6	6A	Period 3	Period 2	2A	Period 6	6A
10:57 - 11:30		2B		6B	Period 4		2B		6B
11:30 - 12:30	LUNCH								
12:30 - 1:03	Period 3	3A	Period 7	7A	Period 5	Period 3	3A	Period 7	7A
1:03 - 1:40		3B		7B	Period 6		3B		7B
1:45 - 2:18	Period 4	4A	Office Hours		Period 7	Period 4	4A	Office Hours	
2:22 - 2:55		4B			Meeting time		4B		

Other notes -

There are some students that will be asked to attend school everyday, no matter what model is selected. Examples are - students that receive more than 75% of their academic services outside the general education setting, English language learners, students who are homeless, students who are in foster care or congregate care, and students who primarily use aided and augmented communications.

Initial Arlington High School Reopening Proposals for 2020-21 School Year Rev. July 22, 2020

This memo presents initial contingency plans for reopening in the fall. The Arlington Public School administrative team has considered the guidance from the state; staff, student, and family input; facilities constraints; the current climate and context within the Arlington community; as well as research and advice from the science community.

The state has requested that schools develop three distinct plans (1) Remote, (2) Hybrid, and (3) In-Person. In addition, the state has determined that there should be an option available for students to remain all remote under all three models.

This memo develops details of the three plans built on a common semesterised course schedule.

The State has issued health guidelines indicating that students and staff will be expected to:

- maintain social distances of three to six feet
- wear face-masks (grades 2-12)
- organize students at the middle and high school levels by cohorts to minimize interaction
- regularly wash hands across the school day and frequently disinfect all used surfaces
- The state guidance would allow groupings of 15-24+ in some of our classrooms.

Guiding Principles for Planning

This past spring, school closed suddenly without planning or guidance. We understand that this created significant gaps in terms of learning opportunities, engagement, and equity for our students. While this fall will not be an ideal learning situation, we expect it to be very different from this spring. We learned a great deal this spring about the demands of remote learning and the needs of our students. There will be more planning, an emphasis on synchronous instruction, adjustment of the schedule, and preparation focused on student engagement and support. At the same time, we continue to aim at a moving target in terms of both epidemiology and policy. Our planning will be guided by the following commitments:

- Decision making based on the latest research and epidemiology as well as input from staff, students, and families
- Prioritizing the health, safety, and well-being of our students, staff, and families above all else
- Equity will remain at the core of our work as we design learning programs for students
- We will support student and staff social-emotional well-being, acknowledging that the school experience will be very different when compared to previous years
- Support for teacher planning, preparation, and training, both before and during the school year

Fall 2020 Common Program Elements

Because the situation is both unpredictable and likely to change over the course of the year, we are committed to developing an **overarching framework that will adapt to all three options** with the ability to switch to all-remote or phase-in hybrid instruction as appropriate. For this reason, all three program plans are built on a common semesterised course schedule. The final process and decision for beginning schooling this fall will need to balance medical safety, mental health, equity, and educational goals. All three plans share the following elements.

As they do currently, students take the following number of classes during the school year. Final options will depend on available offerings.

- Grade 9 - 5 required, 1 elective, PE
- Grade 10 - 5 required, 1.5 electives. PE
- Grade 11 - 5 required 1-2 electives or possibly PE
- Grade 12 - 5 required 1-2 electives or possibly PE

Educational Program Details

- Schedule with 4x80 minute blocks per day with semester long classes
- One day per week for prep/review for AP/Math/WL/MCAS, Community Block, planning, and staff meetings (replaces the Tuesday early release)
- Physical Education all or mostly remote
- Teachers teach 5 classes per year (3 one term and 2 another)
- Students would take ~3 classes per semester, plus PE
- Students can register for 6-7 classes per year, plus PE (see above)
- Consider heterogeneous grouping (Honors and Curriculum A combined) for specific 9-11 requirements to increase equity, teacher attention, and even class sizes
- Special Education services will be delivered per student IEP
- Instrumental/chorus can register yearlong
- Some electives may move all or mostly remote
- Open campus - students leave or are assigned when not in class

- No homeroom
- 8:30a-2:56p School Day

Common weekly 4x4 schedule

Monday	Tuesday	Wednesday	Thursday	Friday
A1 - 80"	A2 - 80"	Prep/review AP/Math/WL/MC AS Health	A1 - 80"	A2 - 80"
B1 - 80"	B2 - 80"		B1 - 80"	B2 - 80"
Lunch - 30"	Lunch - 30"		Lunch - 30"	Lunch - 30"
C1 - 80"	C2 - 80"	Community	C1 - 80"	C2 - 80"
D1 - 80"	D2 - 80"	Meetings	D1 - 80"	D2 - 80"

Sample yearly 4x4 schedule

Term 1	Term 2	Term 3	Term 4
A - English	A - English	E - History	E - History
B - Math	B - Math	F - Science	F - Science
C - Elective	C - Elective	G - World Language	G - World Language
D	D	H - Elective	H - Elective

Pros

- Adapts to remote, hybrid, and in-person programs.
- Allows students to focus on 3 or 4 classes (reduces stress and organization demands)
- Allows teachers to focus on 2 or 3 classes (reduces course planning demands)
- Teachers able to focus on 40-60 students (increases attention and relationships)
- Emphasizes depth over breadth
- Accommodates support services

Cons

- Continuity of content areas
- Alignment with testing schedules (schedules are undetermined and prep/review period will help address)

Fall 2020 Remote Learning Program Elements

The state has indicated that all students have the option to choose a remote learning option. The Remote Learning Program will be available to all students and may be determined to be the appropriate way to start the school year. In addition, should we need to switch to remote learning midway through the year, we would follow this schedule.

Educational Program Details

- Remote learning will combine synchronous online lessons with independent work such as videotaped lectures, readings, online quizzes, projects, and written assignments.
- Students in each class section alternate one cohort in synchronous online instruction and one cohort working independently (2 days per week “in person seminars” and 2 days per week independent work).
- Cohorts would meet on alternating days by period so that students have breaks between synchronous online classes.
- One day per week for prep/review for AP/Math/WL/MCAS, Community Block, planning, and staff meetings (replaces the Tuesday early release)

Remote weekly 4x4 schedule (alternating cohorts on alternating days)

Monday	Tuesday	Wednesday	Thursday	Friday
A1 - 80”	A2 - 80”	Prep/review AP/Math/WL/MC AS Health	A1 - 80”	A2 - 80”
B2 - 80”	B1 - 80”		B2 - 80”	B1 - 80”
Lunch - 30”	Lunch - 30”		Lunch - 30”	Lunch - 30”
C1 - 80”	C2 - 80”	Community	C1 - 80”	C2 - 80”
D2 - 80”	D1 - 80”	Meetings	D2 - 80”	D1 - 80”

Pros

- Maximizes the safety of students, staff, and community
- Adapts to all remote, hybrid, and in-person programs
- Can be used in connection with a phased start to engage students safely and focus in-person staffing and space on our most vulnerable students
- Allows staff with family health or childcare concerns to better balance school and personal obligations

- Allows students to focus on 3 or 4 classes (reduces stress and organization demands)
- Allows teachers to focus on 2 or 3 classes (reduces course planning demands)
- Teachers able to focus on 40-60 students (increases attention and relationships)
- Emphasizes depth over breadth
- Accommodates support services

Cons

- Limits personal interactions between teachers and students
- Puts pressure on families to support independent learning and supervise students
- Continuity of content areas
- Alignment with testing schedules (schedules are undetermined and prep/review period will help address)

Fall 2020 Hybrid Learning Program Elements

The Hybrid Learning Program combines in-person instruction with independent student work to provide space and staffing for social distancing and limiting classroom contact among students and staff. If levels of community spread of COVID-19 are low and school-based precautions can be shown to be safe, we could use this option to allow for more interaction. We might start the year with this option or phase it in following a period using the Remote Learning Program.

Educational Program Details

- Hybrid learning will combine 80-minute in-person seminars (9-12 students) with independent work such as videotaped lectures, readings, online quizzes, projects, and written assignments.
- Students in each class section alternate one cohort in synchronous online instruction and one cohort working independently (2 days per week “in person seminars” and 2 days per week independent work.
- Cohorts would meet on alternating days to keep class groupings between 9-12 students
- Select programs needing additional support (e.g., substantially separate programs) could be scheduled 4 days per week.
- The Remote Learning Program will be available to all students by request. Students will choose a program option.
- One day All Remote per week for prep/review for AP/Math/WL/MCAS, Community Block, planning, and staff meetings (replaces the Tuesday early release)

Safety Program Details

- Distancing - 6 feet distancing in all classes and activities
- Density - Cohorts create smaller groupings 9-12 for classes (or much bigger rooms)
- Air Quality - Classrooms are being reviewed for ventilation. Air conditioning is being

added in rooms adjacent to the construction or as necessary. Only rooms with adequate outside ventilation will be used.

- Passing time - 10+ minute passing time would be scheduled with one-way hallways and shifts to minimize interactions
- Lunches - 4 lunch periods in 2 different lunchrooms (Cafeteria and Blue Gym) with individual tables and 6 foot distancing. Shifts allow cleaning between groups.
- Busing - capacity will be ~12 students, requiring multiple runs (~3) per Boston bus route
- Monitoring - self-certification, monitoring, and testing protocols are being developed above state guidelines in coordination with our nursing staff and the Board of Health
- PPE - Students and staff will be required to wear masks (available on request). Face shields and barriers will be available and used where appropriate.
- Hygiene - handwashing, sanitizer, cleaning, sanitizing units
- Community Behavior - Students and families are requested to maintain social distancing discipline outside of school.

Hybrid weekly 4x4 schedule (alternating cohorts by day)

Monday	Tuesday	Wednesday	Thursday	Friday
A1 - 80"	A2 - 80"	Prep/review AP/Math/WL/MC AS Health	A1 - 80"	A2 - 80"
B1 - 80"	B2 - 80"		B1 - 80"	B2 - 80"
Lunch - 30"	Lunch - 30"		Lunch - 30"	Lunch - 30"
C1 - 80"	C2 - 80"	Community	C1 - 80"	C2 - 80"
D1 - 80"	D2 - 80"	Meetings	D1 - 80"	D2 - 80"

Pros

- Contact - Reduces class contacts to 30 per student and 60 per staff
- Creates building space and staffing for 6 foot social distancing
- Allows students to focus on 3 or 4 classes (reduces stress and organization demands)
- Allows teachers to focus on 2 or 3 classes (reduces course planning demands)
- Teachers able to focus on 40-60 students (increases attention and relationships)
- Emphasizes depth over breadth
- Accommodates support services

Cons

- Increases risk to students and staff

- High school students are adults. Research on high school age students raises concerns about student behavior, infection rates, and transmission to older adults (staff).
- Extended time in classroom groups raises infection concerns.
- Contacts are still high (30-60) and mixing raises concerns about secondary contacts.
- Building is already at 90% capacity and limiting classes to full-size ventilated classrooms will create significant scheduling challenges.
- Teaching staff includes a large proportion of both high risk populations and families with children. Staffing difficulties are likely to arise from staff requests for remote teaching assignments, leave requests, and resignations.
- Teacher and student absences created by symptoms will mean disruption, even without COVID-19 cases.
- Puts pressure on families to support independent learning and supervise students
- Continuity of content areas
- Alignment with testing schedules (schedules are undetermined)

Fall 2020 In-Person Learning Program Elements

The In-Person Learning Program returns all of our students to the school building under conditions intended to limit the spread of COVID-19. Under this plan, students would meet in regular classes 5 days a week. Given the limits of space and staffing, this is only possible under the state's guidelines that allow for 3 feet of spacing between student chairs and a 6 foot space for teachers. Even with these considerations, Arlington High School will be hard pressed to schedule our student population in full-sized, adequately ventilated spaces. With increased enrollment (currently 1521 students) and a building already at 90% capacity, the loss of internal or small classrooms will require use of every corner (e.g., library, gyms) to accommodate the required limits on space and class sizes.

If levels of community spread of COVID-19 become extremely low and school-based precautions of 3 feet can be shown to be safe, we could use this option to return to a more normal version of school and classroom instruction.

As students are able to choose the Remote Learning Program, it is possible that in-person enrollment would be lower, but this option might be better achieved by beginning with Remote Learning and then targeting in-person instruction to our most vulnerable students.

Educational Program Details

- In-Person learning will involve classes of 18-24 students which meet 4 times a week in 80 minute blocks.
- The Remote Learning Program will be available to all students by request. Students will choose a program option.
- One day per week for prep/review for AP/Math/WL/MCAS, Community Block, planning, and staff meetings (replaces the Tuesday early release).

Safety Program Details

- Distancing - 3 feet distancing in all classes and activities. Teachers at 6 feet at the front of the classroom.
- Classroom arrangement - All students facing forward and seated at desks.
- Air Quality - Classrooms are being reviewed for ventilation. Air conditioning is being added in rooms adjacent to the construction or as necessary. Only rooms with adequate outside ventilation will be used.
- Passing time - 10+ minute passing time would be scheduled with one-way hallways and shifts to minimize interactions
- Lunches - 4 lunch periods in 3 different lunchrooms (Cafeteria, Blue Gym, and Red Gym) with individual tables and 6 foot distancing. Shifts allow cleaning between groups.
- Busing - capacity will be ~12 students, requiring multiple runs (~3) per Boston bus route
- Monitoring - self-certification, monitoring, and testing protocols are being developed above state guidelines in coordination with our nursing staff and the Board of Health
- PPE - Students and staff will be required to wear masks (available on request). Face shields and barriers will be available and used where appropriate.
- Hygiene - handwashing, sanitizer, cleaning, sanitizing units
- Community Behavior - Students and families are requested to maintain social distancing discipline outside of school.

In-person weekly 4x4 schedule (4 x per week - no cohorts)

Monday	Tuesday	Wednesday	Thursday	Friday
A - 80"	A - 80"	Prep/review AP/Math/WL/MC AS Health	A - 80"	A - 80"
B - 80"	B - 80"		B - 80"	B - 80"
Lunch - 30"	Lunch - 30"		Lunch - 30"	Lunch - 30"
C - 80"	C - 80"	Community	C - 80"	C - 80"
D - 80"	D - 80"	Meetings	D - 80"	D - 80"

Pros

- Returns instruction to in-person classrooms
- Reduces pressure on families to support independent learning and supervise students
- Allows students to focus on 3 or 4 classes (reduces stress and organization demands)
- Allows teachers to focus on 2 or 3 classes (reduces course planning demands)

- Teachers able to focus on 40-60 students (increases attention and relationships)
- Emphasizes depth over breadth
- Accommodates support services

Cons

- **Increases** risk to students and staff
- Forward facing classrooms will make student interaction difficult and limit instructional practices.
- High school students are adults. Research on high school age students raises concerns about student behavior, infection rates, and transmission to older adults (staffs)
- Extended time in classroom groups raises infection concerns.
- Contacts are higher 60 per student and mixing raises concerns about secondary contacts.
- Building is already at 90% capacity. Limiting classes to full-size ventilated classrooms will create significant scheduling challenges. With full classes this will exclude more classrooms.
- Teaching staff includes a large proportion of both high risk populations and families with children. Staffing difficulties are likely to arise from staff requests for remote teaching assignments, leave requests, and resignations.
- Teacher and student absences created by symptoms will mean disruption, even without COVID-19 cases.
- Continuity of content areas
- Alignment with testing schedules (schedules are undetermined)



Town of Arlington, Massachusetts

8:20 p.m. Community Relations: Citizens and School Committee Talk, B. Hayner

ATTACHMENTS:

	Type	File Name	Description
▢	Document for Approval	Citizens_and_School_Committee_Talk.docx	Citizens and School Committee Talk

Citizens and School Committee Talk

Rational: After listening to a couple of the focus groups run by Paul and MASC, I realize that people especially the young ones want to be heard. Many indicated that they lack knowledge of what is going on and how to get information. I won't judge them by stating we have always been open about what we do. Having access to elected officials is one thing, knowing that I, the public, have access is another thing. As chair of the Community Relations Committee, full disclosure – I have not spoken to the other members, I propose we set times to hear from the public and post the times throughout all the Social Media available and to mention it at every school committee meeting. I am willing to commit to be available to all these meetings and would invite other members of the committee to participate when they can.

Purpose: To listen to the public. If there are questions posed that can be answered without effecting policy, then they will be answered. All other questions will be referred to the appropriate person for an answer.

Format: Zoom

Notification: Social Media, School notices and at School Committee meetings

Time: First Wednesday of the Month at 10:00 am and the third Wednesday of the Month at 7:00 pm

Participants: 1-3 school committee members and any citizen of Arlington

Topic: Open ended but limited to school related topics



Town of Arlington, Massachusetts

8:30 p.m. APS school building banner policy, direction for subcommittee, J. Morgan



Town of Arlington, Massachusetts

8:45 p.m. Adjournment



Town of Arlington, Massachusetts

Submitted by Jane Morgan, Chair



Town of Arlington, Massachusetts

Correspondence Received:

Summary:

AEA COVID-19 Reopening Statement J. Keyes 7 30 2020
COVID-19 Facilities Report, July 30, 2020
Draft Elem, Gibbs, OMS, and AHS Reopening plans from 7/23/2020
Enrollment Projections
Leonard Kardon: More guidance from DESE yesterday: Remote Learning Citizens and School Committee Talk, B. Hayner
Advocating for a largely Remote Fall reentry Jul 25, 2020 M. Donald
Concern regarding Fully remote option preparation G. K. Eisner
Reopening Schools in Fall email J. Suchman K. Alson
Questions regarding Health and Safety inspections, anonymous
Concern Regarding Fully Remote Option Preparation
Wants discussion that shows children are much more efficient spreaders of COVID. anonymous
J. Bouhey questions on draft Fall plan
H. Davis questions on draft Fall Plan
Kids can die and have lifelong health issues from covid S. McNeill 7 25 2020.
Remote Learning Option Support 7 24 2020 J. Sosnoff
On the desktop July 27, 2020 DESE, Additional Staff Training Days This Fall, MOU between MDESE, MTA and BTU signed July 27, 2020.
Black Lives Matter Banner Vandalism at AHS July 23, 2020
High school students support event Sunday, July 26, 2020, 6:00 p.m.
Covid testing question
email letter from Arlington parents regarding remote learning planning July 28 2020 K. Baskin
J.Morgan response

Question/comment for 7/30 via remote meeting and remote learning. K. Harrington.
K. Moellering Questions on School reopening plan 7 28 2020
K. School Committee questions for July 30
H. Rossi, advocating for heightened communication/guidelines July 27
J. Connerney, email question on additional funding resources to advance all students education this fall.
D. Cook email on reopening plan July 29, 2020
T. Myers email to SC and Superintendent on back to school concerns
J. Anderson comments on remote learning plans
A.Jones email questions regarding plans to reopen in fall.
R. Katzman email regarding reopening plan, child care 7 30 2020
C. Schneyer regarding reopening plan remote 7 30 2020
I. Gillis regarding banner
E. Cronin email reopening 7 30 2020
K. Sexton thoughts on reopening 7 30 2020
I. Roth return to school questions 7 30 2020
T. Prior Testing positive questions 7 30 2020
L Gitelson survey questions on returning to school 7 30 2020
E. Shmerling, K, Remote learning option 7 30 2020
S. Sawhney, concerns with reopening, after school concerns 7 30 2020
E Rocco comment concerns about reopening, 7 30 2020
M Donald Health and Nursing Protocols for communication about COVID

Angela Christiana Mara Vatz Alham Saadat email reopening 7 30 2020

Kirsi Allison-Ampe Harvard Public Health Guidelines for opening schools etc documents 7 30 2020

Len Kardon DLS Alert: Baseline FY21 UGGA and Chapter 70 Information 7 30 2020

Town of Arlington Legal Dept Supplement-Remote Meeting Checklist and Guidance

<https://www.mass.gov/doc/open-meeting-law-order-march12-2020/download>

ATTACHMENTS:

Type	File Name	Description
▢ Correspondence	On_the_Desktop_7_27_20_Additional_Staff_Training_Days_this_Fall_(1).pdf	On the Desktop 7 27 2020 DESE additional staff training days this fall
▢ Contract	MOU_between_DESE.MTA._AFT.BT.7.27.20_(1).pdf	MOU between DESE, MTA, BTU 7 27 2020
▢ Report	Arlington_Public_Schools_Projected_Enrollment_2020-2021_-_Enrollment_Numbers_-_July_27__2020.pdf	APS Enrollment Projections July 27, 2020



*News from Commissioner Jeffrey C. Riley & the
MA Department of Elementary and Secondary Education*

On the Desktop - July 27, 2020

Additional Staff Training Days this Fall

Dear Superintendents, Charter School Leaders, and Assistant Superintendents,

Our educators and staff are essential to our preparations for a safe and successful fall school reopening. Following collaborative discussions with the teachers' unions, I am announcing today that school districts will have 10 additional days at the start of the 2020-2021 school year to prepare for the reopening of schools. The full memorandum of understanding with the DESE, the Massachusetts Teachers' Association, AFT-Massachusetts, and the Boston Teachers' Union is attached. It states that DESE and the unions have a shared commitment to the safety and well-being of students, families, and staff; they are collaborating to support a successful start to the school year; and they recognize the need to provide additional time for educators and staff to prepare for the start of instruction.

To provide sufficient training for educators and staff, I will reduce the 180 day and student learning time requirements for the 2020-2021 school year to 170 days and 850 hours (for elementary schools) and 935 hours (for secondary schools), so long as districts begin providing instruction to students no later than September 16, 2020.

If a district is unable to meet the September 16, 2020 requirement, it may apply for a waiver. Any request for a waiver should be submitted by email to reopeningk12@mass.gov no later than Friday, August 14, 2020 and must include a full description of the justification for the request.

Sincerely,

Jeffrey C. Riley
Commissioner

MEMORANDUM OF UNDERSTANDING
BETWEEN
THE MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY
EDUCATION,
THE MASSACHUSETTS TEACHERS ASSOCIATION,
THE AMERICAN FEDERATION OF TEACHERS, MASSACHUSETTS and
THE BOSTON TEACHERS UNION

WHEREAS: The safety and well-being of students, families, and staff has been and continues to be our top priority as an educational community.

WHEREAS: The Massachusetts Department of Elementary and Secondary Education (DESE), the Massachusetts Teachers Association (MTA), the American Federation of Teachers (AFT-MA), and the Boston Teachers Union (BTU) are working together collaboratively to support a successful start to the new school year.

WHEREAS: DESE, MTA, AFT-MA and BTU recognize and agree that in light of the COVID-19 pandemic, providing additional time for our educators and staff to prepare prior to the start of instruction of students is important for a safe and successful fall reopening.

NOW, THEREFORE:

1. DESE agrees that school districts will have 10 additional days at the start of the 2020-2021 school year before instruction of students begins, to work with educators to prepare for the new school year.
2. The Commissioner will reduce the 180-day and student learning time requirements for the 2020-2021 school year to 170-days and 850 hours (for elementary schools) and 935 hours (for secondary schools) so long as districts begin providing instruction to students no later than September 16, 2020. If a district is unable to meet the September 16, 2020 requirement, it may apply for a waiver.

For the Massachusetts Department of Elementary and Secondary Education:

DocuSigned by:


3E1B52534811464...

Jeffrey C. Riley, Commissioner

7/27/2020


Date

For the Massachusetts Teachers Association:

DocuSigned by:

8216CE2224A44D9...
Merrie Najimy, President

7/27/2020
Date

For the American Federation of Teachers, Massachusetts:

DocuSigned by:

AA400F1BA135499...
Beth Kontos, President

7/27/2020
Date

For the Boston Teachers Union:

DocuSigned by:

86450F69E6E64D3...
Jessica Tang, President

7/27/2020
Date

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